

## TIMELINE OF ACTIVITIES

### Day 1 – Review and Introduction

- Attention-Getter (30 minutes):
  - As students enter the room, have all the boys sit in the back – girls in the front
  - Pass out new pencils to the girls/the boys must fend for themselves
  - Give a brief written quiz about the Gilded Age and Progressive Era – see attached
  - Allow the girls to work with a partner – the boys must work alone
  - Girls are allowed to use notes and textbooks, boys cannot
  - Call on students for their answers – only call on girls
  - Give small “progressive era” rewards (Tootsie Rolls preferably – invented in 1896) for correct answers – try to ignore the boys
  - Finish by praising the girls for such a solid effort, and suggesting that they are definitely on the proper college track
  - Suggest that many of the girls sign up for A.P. History next year
  
- ASK: Guys – how do you feel right now?
- ASK: Girls – how do you feel right now?
- ASK: What is the problem? (inequality, unfairness)
- ASK: Should life be this way – do girls deserve better treatment, opportunities, and praise than boys?
- ASK: What is the status of society today? Who gets the privileges? Who gets treated the best?
- ASK: Would you rather be a boy or a girl?
- ASK: How have things changed since the Progressive Era?
- *POINT: Because of the efforts of Progressives, and the changes in society over the past 100 years, there is much greater equality in American life today*
- ASK: Is everyone treated equally today? Why or why not?
- ASK: What changes still need to take place?
- ASK: What groups of people are striving for reforms today? (minorities, women, homosexuals, the disabled)
- ASK: What groups of people were striving for reforms during the Progressive era? (minorities and women in particular)
  
- Specify Progressive Era Women’s Problems
  - Pass out Women’s Movement Overview (*We recommend passing out the assignment the first day but only assigning select portions at a time. Another option is to divide the work between group members who will share their answers at a later date*)

- Go through directions and suggestions for locating information (show web site suggestions – see unit planning document Assessment and Content sections)
- Introduce “Progressive Concepts for Women’s Involvement” - attached sheet
- Finish Class by introducing the ESSENTIAL QUESTION – see attached
  - How did women influence the Progressive Movement?
- HW: complete one portion of the overview

## Gilded Age/Progressive Era Review Quiz

*Have students get out a sheet of paper and read the following questions to them out loud. Some answers may vary, but sample answers are provided immediately following each question.*

1. What was the Industrial Revolution? *The term used to describe the changes brought about by the introduction of technology and mass methods of production that occurred (in the United States) throughout the mid-1800s. Changes included a power loom introduced in 1814, the completion of railroad transportation throughout the nation, the introduction of the telegraph and telephone, and the wide use of steel.*
2. Name three industries that had a major impact on the American economy following the Civil War. *Answers may include railroads, textiles, steel, oil, electricity, coal, banking*
3. What is a robber baron? *A term sometimes used to describe those who accumulated vast amounts of wealth during the Industrial Revolution. It has a negative connotation because it implies that those who gained wealth did not share it or put it to public good. Also, the "robber barons" were accused of mistreating workers and developing monopolies. The "positive" term for a robber baron is "captain of industry."*
4. Define "Gilded Age." *The Gilded Age was marked by relentless capitalism, widespread corruption, vulgar tastes, and ostentatious displays of wealth. While many people earned incredible wealth (and spent it on material goods), millions of others were living in poverty.*
5. Why did many people immigrate to the United States in the late 1800s? *The United States was viewed as a land of opportunity. Various forms of persecution in their home countries drove many to immigrate. Because of the development of factories, an increase in demand for labor occurred. Immigrants came to fill those jobs.*
6. What problems developed in the growing American cities in the late 1800s/early 1900s? *Pollution, crime, cramped living quarters, poor sanitation, disease, crooked politicians, prostitution, drugs*
7. What is the difference between urban and rural? *Urban refers to the city, rural refers to the country (agricultural life)*
8. What is a muckraker? *A journalist of the Progressive Era who exposed scandalous practices and mistreatments in various industries (meat-packing, child labor, housing, textile mills, etc.)*
9. Define "Progressive Era". *Arguably the period of 1880-1920 which was marked by changes in the law (including 4 amendments to the Constitution) directed at providing more rights to individuals in order to create safer, healthier, and more productive living conditions for all. This movement occurred in response to the rapid industrialization and urbanization of America and the resulting problems associated.*
10. What is a "Progressive?"
  - *Someone who advocates reforms to confront the problems caused by industrialization and urbanization*
  - Reforms – changes for the (hopefully) better*
  - Industrialization – more industry, machinery, labor, etc.*

*Urbanization – city growth and the corresponding crime, pollution, housing issues, child care issues, education, moral dilemmas, etc.*

**Gilded Age/Progressive Era Review Quiz (QUESTIONS ONLY)**

*Have students get out a sheet of paper and read the following questions to them out loud.*

1. What was the Industrial Revolution?
2. Name three industries that had a major impact on the American economy following the Civil War.
3. What is a robber baron?
4. Define “Gilded Age.”
5. Why did many people immigrate to the United States in the late 1800s?
6. What problems developed in the growing American cities in the late 1800s/early 1900s?
7. What is the difference between urban and rural?
8. What is a muckraker?
9. Define “Progressive Era”.
10. What is a “Progressive?”

## Women's Movement Overview:

*Please identify the following people/places/or events on a separate sheet of paper.*

### Settlement Houses:

- 1) *Settlement Houses - (goals, why needed?)*
- 2) *Jane Adams*
- 3) *"Hull House"*
- 4) *Lillian Wald*
- 5) *Julia Lathrop and the Children's Bureau*

### Temperance Movement:

- 1) *Temperance Movement - (goals, who favored, why?)*
- 2) *Woman's Christian Temperance Union (1874)*
- 3) *Anti-Saloon League (1895)*
- 4) *Significance of the 18<sup>th</sup> Amendment*
- 5) *Frances Elizabeth Willard*
- 6) *Carry Nation*

### Women's Suffrage

- 1) *suffrage*
- 2) *Susan B. Anthony*
- 3) *Elizabeth Cady Stanton*
- 4) *Lucy Stone*
- 5) *The National Woman Suffrage Association*
- 6) *National American Woman Suffrage Association*
- 7) *Carrie Chapman Catt*
- 8) *Significance of the 19<sup>th</sup> Amendment*
- 9) *Seneca Falls, New York and Declaration of Sentiments*
- 10) *Wyoming*
- 11) *Tennessee and the "War of the Roses" Story*

### Birth Control

- 1) *Margaret Sanger*
- 2) *Planned Parenthood Federation of America in 1942*
- 3) *National Birth Control League or the American Birth Control League*

**Government Involvement:**

- 1) Theodore Roosevelt's ideas relating to Women's Issues
- 2) "Bull Moose" Party ideas relating to Women's Issues
- 3) Square Deal
- 4) Robert LaFollette ideas relating to Women's Issues
- 5) William F. Taft ideas relating to Women's Issues
- 6) Woodrow Wilson ideas relating to Women's Issues

**Racial Issues:**

- 1) National Association of Colored Women
- 2) Mary Church Terrell
- 3) Ida B. Wells
- 4) Anti-lynching Movement
- 5) Booker T. Washington
- 6) W.E.B. DuBois

**Education:**

- 1) John Dewey
- 2) "Progressive Education"
- 3) college enrollment (primarily women)
- 4) Progressive role in enrollment in school

**Child Labor**

- 1) The National Women's Trade Union League
- 2) The Women's Bureau of the Department of Labor
- 3) Triangle Shirtwaist Factory Fire
- 4) "Mother Jones"
- 5) Muller v. Oregon (1908)
- 6) Florence Kelly

## **Progressive Concepts for Women's Involvement**

The Progressive Movement revolved around change. Women were involved in bringing about change in many ways with a focus on many issues. The women involved, though, did not always agree on what issues should be in the forefront of their fight. However, most women did agree that change was essential for the betterment of society in general and for equality for all people within society. With this idea of reform in mind, we need to realize that the many groups within society differed on the role of women. Some felt women should remain in the home with no political voice while others felt women should be involved in a limited way in dealing with only those issues pertinent to women like child labor. Others, still, felt women's equality was secondary to the issues of racial equality while some "progressives" harbored racist feelings. Women will be the central focus of this unit while simultaneously addressing other troublesome issues during the time.

**Temperance:** *The movement to abolish alcohol in society. Less drunkenness would result in less crime in society, less abusiveness to women and children, and more money for the household.*

**Suffrage:** *The right to vote. Women wanted to have a political voice and felt very capable of handling such physical and intellectual responsibility.*

**Settlement houses:** *Places where young, middle-class, white women lived while in the heart of poverty-stricken neighborhoods with the intention to help the immigrants learn how to be good American citizens. They educated them in matters of childbirth and rearing, sanitation expectations, etc... as well as recording data about issues within those neighborhoods.*

**Birth Control:** *The idea led by Margaret Sanger that some women should have the right to control their bodies and their sexual behaviors.*

**Government involvement:** *The government was torn on how much political voice should women be allowed to have. The government's role will fluctuate throughout the Progressive Era between resigned support and opposition.*

**Racial issues:** *Some people were torn on whether to support women's equality or racial equality. Many African Americans will continue to support women's rights but still seek racial rights as their number one priority because lynching was a major problem during the Progressive Era.*

**Education:** *Women wanted to see less children in the work force and more receiving an education. Women stressed the importance of education as a way for the immigrant communities to become better citizens in the American society as well as a way for immigrant children to leave poverty. Furthermore, adolescence was not to be a time to work but a time to live, learn, and play as a kid.*

**Child labor:** *Women viewed the use of cheap child labor as dangerous and unhealthy. Some industries that used child labor were textiles, mining, and newspaper. Not using child labor would allow children to go to school as well as allow more adults to be employed.*

Essential  
Question:

*How did women  
influence the  
Progressive  
Movement?*

## Day 2 – Research Day #1

- Finish any concepts and connections as needed
- Pass out Publisher Activity – go through instructions
- Identify and discuss (briefly) the various perspectives that will be researched
- Assign students to groups (or allow them to choose their own)
- Answer any student questions
- Post useful web sites on overhead, white board, or projection system (see Assessment and Content sections of unit planning document)
- Allow remainder of class to conduct initial research
- HW: Assign 2<sup>nd</sup> portion of overview

## *The Progressive Times Newsletter*

*The Progressive Era was a time of great societal change. However, not everyone viewed these change attempts in the same light. One of the controversial issues was the involvement of women during this time period. You will get into groups of 3-4 and create an article with a headline dealing with a specific topic for the front page of a newspaper. You will be expected to include **all** of the different perspectives relating to your topic within the article as well as a picture accompanying your issue. For example, if you are reporting on tycoons, you would need a different article detailing them in a positive way as well as another article detailing them negatively. You could also include pictures accompanying both articles. You will use Microsoft Publisher to complete the actual newsletter, and you can be creative in changing your columns and headline spaces. You will have 3 days to complete your research and your typing of the final product. At the end of the final day in the computer lab, you must hand in your final copy to be reproduced for the next day's sharing activity.*

### The group perspectives:

- the views of the temperance movement
- the views of the women's suffrage movement
- minority women's involvement in the Progressive Era
- Progressive Era laws
- men's views to increased female political involvement in the Progressive Era
- the views of birth control
- the views of education
- the views of settlement houses and life in the cities
- the views of child labor

*The Progressive Era* Newsletter Name \_\_\_\_\_  
Others members of group \_\_\_\_\_  
Group topic \_\_\_\_\_

## RUBRIC

- presenting all perspectives relating to your topic /10 points
  
- presenting historically accurate information pertaining to your topic /10 points
  
- grammar / sentence structure / punctuation /10 points
  
- using Microsoft Publisher accurately and creatively to make your newsletter fit in one page /10 points
  
- staying on task while in the library/computer lab /5 points
  
- include a picture(s) /5 points
  
- TOTAL: /50 points

DUE: \_\_\_\_\_

## Day 3 – Research Day #2 and Creation of Newsletter

- Continue Research
- Begin working on Newsletter portion
  - Go through instructions and brief sample of Microsoft Publisher program
- Allow remainder of time to work
- HW: assign 3<sup>rd</sup> portion of overview

## Day 4 – Finalize Newsletter

- No more research allowed
- Allow class time to finish creating newsletter
  - Be sure to address all sides of the assigned issue
  - Remember to include a picture
- Collect newsletters at the end of class
- HW: assign 4<sup>th</sup> portion of overview

## Day 5 – Newsletter Sharing Day

- Collect any late newsletters
- *Optional: you may want to allow each group to study the other groups' newsletters at the beginning of the hour – this may be rather time-consuming, though.*
- Elect an “editor” from each group to present their main information
  - Instructor (or secretary from group) should jot down summary information on the board as it is spoken
- The audience will take notes on important information
- Quick Review of Unit before test – study hard tonight!
  - See attached sheet for overhead
  - Call on students to elaborate on each topic using their knowledge from their newsletters – add information from first day with overhead marker as a review
- Re-visit the Essential Question – elaborate on what we have learned
- *Optional: you may want to pass out copies of the assessment question and rubric in advance so that students can make sure they are prepared for the assessment.*
- HW: prepare for Letter to Editor assessment, complete overview for tomorrow

# **Progressive Review Concepts**

## I. Overall Summary –

- Change
- Women
- Equality/Racism

## II. Temperance -

## III. Suffrage -

## IV. Settlement Houses -

- For Who?
- By Who?
- Why?

## V. Birth Control -

- Margaret Sanger

## VI. Government Involvement -

- Laws
- Politics

## VII. Racial Issues –

- Lynchings
- Race vs. Gender

## VIII. Education –

- Immigration
- Adolescence

## IX. Child Labor –

- Safety
- Economics

# Essential Question Review:

*How did women influence the  
Progressive Movement?*

A. Significant Women

B. Women's Issues

C. Legal Changes

## Day 6 – Assessment of Essential Question

- In-class performance assessment – see attached description sheet and rubric
- Complete letter to the Editor (from 2003 perspective)
- Collect completed unit overviews

## **Progressive Era Letter to the Editor Writing Project**

**Rationale:** Most Americans have very limited knowledge of women's influence and impact upon American history. Traditional history has focused on the roles of men during the Progressive Movement. When studying women during this time period, too often the emphasis has been upon the Suffrage Movement. While this subject is important, it should not be the only focus of study in regards to women. Women were involved in a multitude of social, political, economic, and moral reform movements. Your job is to inform your local community about the impact women had on American society during the Progressive Era.

**Task:** Your task is to write an informative letter to the editor of any local newspaper. In it you will inform the general public of women's contributions during the Progressive Movement.

### **Directions:**

- A. You will follow a traditional business letter format. This means that you will need the proper introduction, body, and conclusion.
- B. You must include at least two specific examples of women's contributions to the Progressive Movement. You may use an entire movement (i.e. Temperance Movement), an individual, or a combination of the two. Please remember, in order to receive full credit for your answers full and complete explanations are required.
- C. The letter will be written in class. No study aides will be allowed on the day of the evaluation.

### **Evaluation:**

Your letter will be evaluated on the following categories:

- A. Introduction
- B. Idea Development
- C. Support or Evidence
- D. Word Choice
- E. Conclusion
- F. Paragraph Order
- G. Punctuation and Spelling

Please read through the grading rubric before you write your letter so that you will not have any questions on the day you write your letter in class.

See Journal Rubric on Next Page (Landscape Page  
Format)

**Letter to the Editor Writing Rubric**

Name \_\_\_\_\_ Hour \_\_\_\_\_

	<b><u>Distinguished</u></b>	<b><u>Proficient</u></b>	<b><u>Limited</u></b>	<b><u>Unsatisfactory</u></b>
<b><u>Content:</u></b>				
<b>Introduction</b>	Attitude is defined; Thesis is clearly focused Subject is significant.	Thesis is clear; provides direction for letter.	Unclear; formulaic; not creative.	Introduction is incomplete, ineffective, or missing.
<b>Idea Development</b>	Interesting; insightful; sophisticated.	Clear and thoughtful.	Simplistic; uneven in quality; lacking in relevance.	Absent or ineffective.
<b>Support or Evidence</b>	Detailed; accurate; convincing.	Sufficient and accurate.	Uneven	Vague, missing, or inaccurate.
<b>Word Choice</b>	Engaging and powerful choice of words.	Appropriate to task.	Uneven	Limited, monotonous, inappropriate.
<b>Conclusion</b>	Extends; connects; comments on topics.	Purposeful and perceptive.	Summarizes previously stated information.	Absent, incomplete, or unfocused.
<b>Paragraph Order</b>	Contributes to an effective argument; reinforces the content.	Demonstrates a clear plan.	Ineffective or inconsistent.	Random
<b>Punctuation and Spelling</b>	Error-free	Present but do not interfere with meaning.	Careless or distracting.	Block meaning